

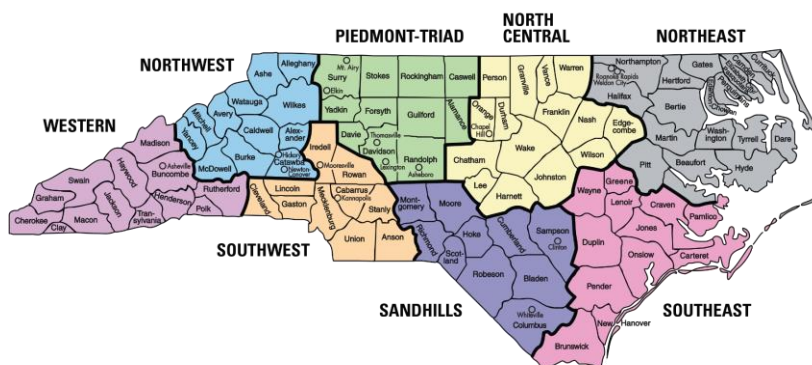


“Lighting the Path to Student Success”



Public Schools of North Carolina

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Alessandro Montanari - School Improvement Planning & NCSTAR

Dr. Chris Vecchione - School Improvement Grants (PRC117)
Priority Funds (PRC105)
Title I Monitoring & Support



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Districts Using NCStar Districtwide in 2017-18

- Anson
 - Asheboro City
 - Beaufort
 - Bertie
 - Bladen
 - Burke
 - Caldwell
 - Carteret
 - Caswell
 - Catawba
 - Chatham
 - Columbus
 - Craven
 - Cumberland
 - Currituck
 - Davidson
 - Durham
 - Edenton-Chowan
 - Elizabeth-City
 - Pasquotank
 - Granville
 - Greene
 - Guilford
 - Halifax
 - Hickory City
 - Iredell-Statesville
 - Jackson
 - Kannapolis City
 - Lenoir
 - Lincoln
 - McDowell
 - Newton-Conover
 - Northampton
 - Orange
 - Perquimans
 - Randolph
 - Richmond
 - Robeson
 - Rockingham
 - Sampson
 - Scotland
 - Stanley
 - Stokes
 - Thomasville City
 - Wayne
 - Weldon City
 - Whiteville City
 - Wilkes
 - Wilson
 - Winston-Salem/Forsyth
-



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Our NCStar Weebly

www.ncstar.weebly.com

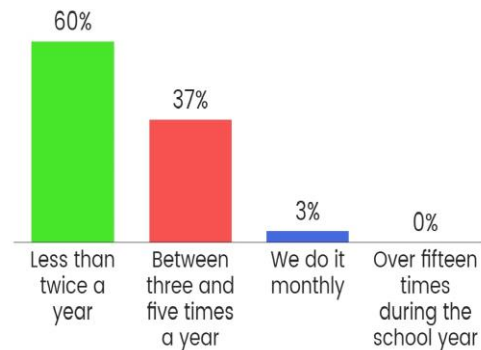


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Northeast Data 2016

How often does your school revise or edit their school improvement plan once it has been submitted?

Mentimeter

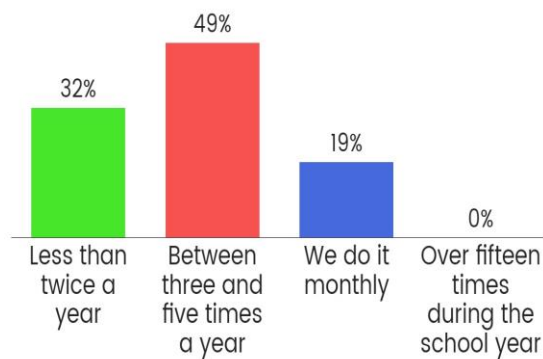


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Southeast Data 2016

How often does your school revise or edit their school improvement plan once it has been submitted?

Mentimeter

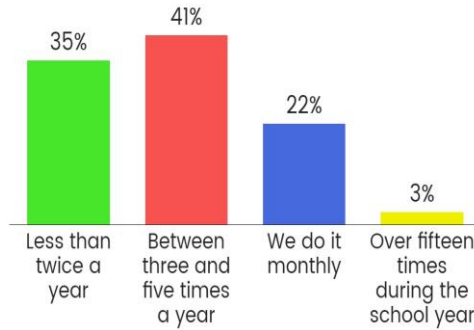


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North Central Data 2016

How often does your school revise or edit their school improvement plan once it has been submitted?

Mentimeter

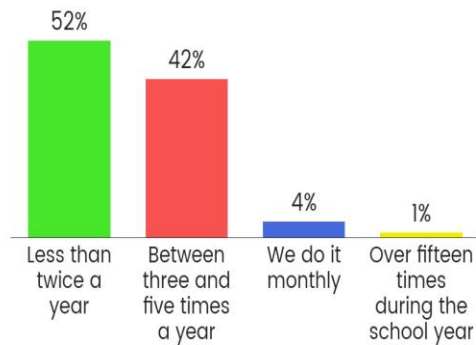


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Sandhills Data 2016

How often does your school revise or edit their school improvement plan once it has been submitted?

Mentimeter

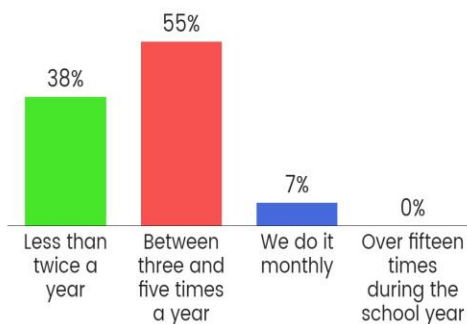


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Piedmond-Triad Data 2016

How often does your school revise or edit their school improvement plan once it has been submitted?

Mentimeter

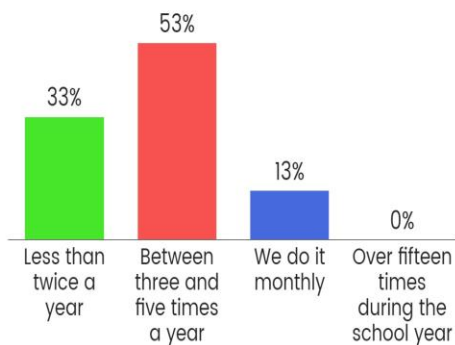


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Southwest Data 2016

How often does your school revise or edit their school improvement plan once it has been submitted?

Mentimeter

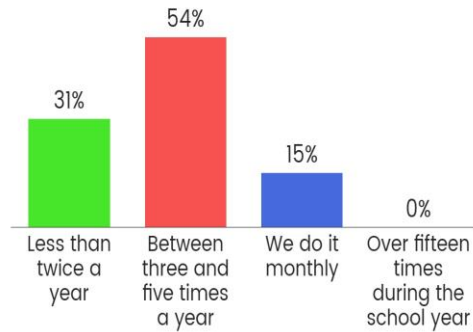


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Northwest Data 2016

How often does your school revise or edit their school improvement plan once it has been submitted?

Mentimeter

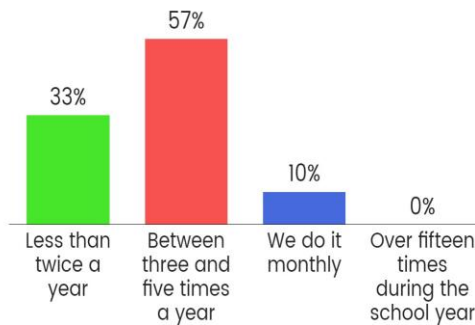


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Western Data 2016

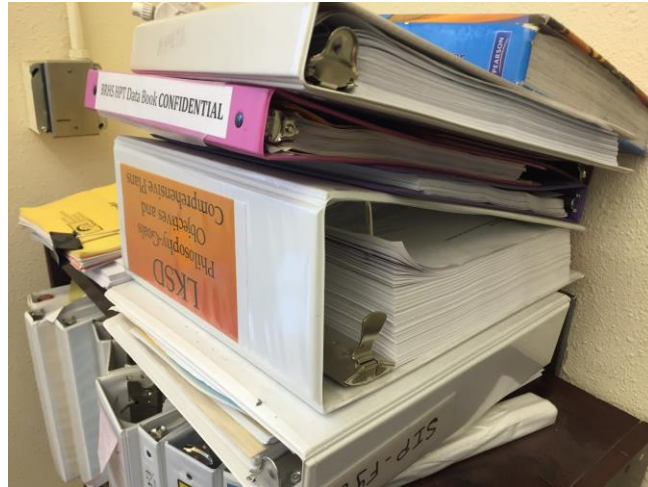
How often does your school revise or edit their school improvement plan once it has been submitted?

Mentimeter



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Most SIP Plans.....

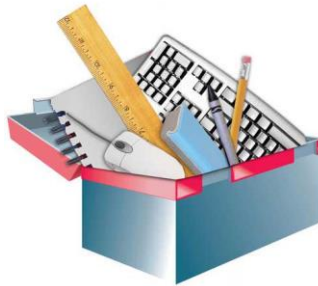


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NCStar® is a web-based **tool** that guides a district or school Leadership Team in charting its improvement and managing the continuous improvement process



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**"IT'S NEVER ABOUT
PROGRAMS; IT IS ALWAYS
ABOUT PEOPLE."**

**-TODD WHITAKER, WHAT GREAT
PRINCIPALS DO DIFFERENTLY**



NCStar Vocabulary

- **Indicator** – research based effective practice related to an area of school improvement.
- **Wise Ways** – research-based evidence and examples that help the SIT team assess each indicator.
- **Objective** – an indicator chosen to be included in the SIP. Once Indicator has been assessed, it is now called an objective through the school improvement process.
- **Actions** – an action step that is necessary in order to achieve the objective (formerly Tasks).
- **Process Manager** – the individual at a school that will assist the Principal in managing the school improvement process.



NEW District Planning Portal

- LEAs will have 27 District indicators to choose from.
- NCDPI is using 2017-2018 as a pilot year and did not select any KEY indicators for District plans.
- Process is identical to school side. LEAs will focus on the three stages of Assess-Create-Monitor with the indicators that they have chosen to work on.



Where it all began...

Academic Development Institute applied for a federal grant

- One of five national content centers (2005-2012)
- Center on Innovation & Improvement, administered by the Academic Development Institute
- Funded by U. S. Department of Education
- Purpose: Assist regional centers and State Education Agencies (SEAs) with:
 - Statewide systems of support
 - District and school improvement
 - Restructuring and turnaround
 - Family and community engagement

The Indistar Network...



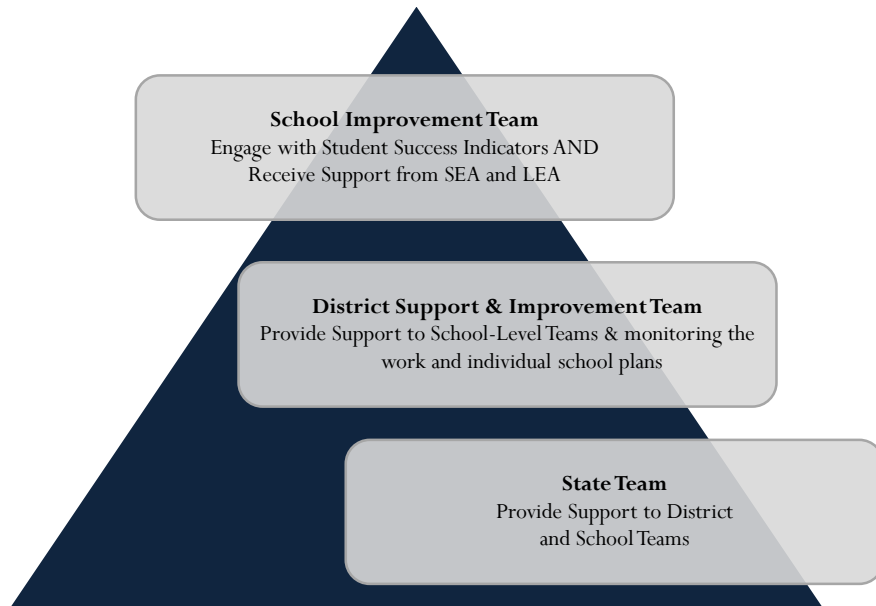
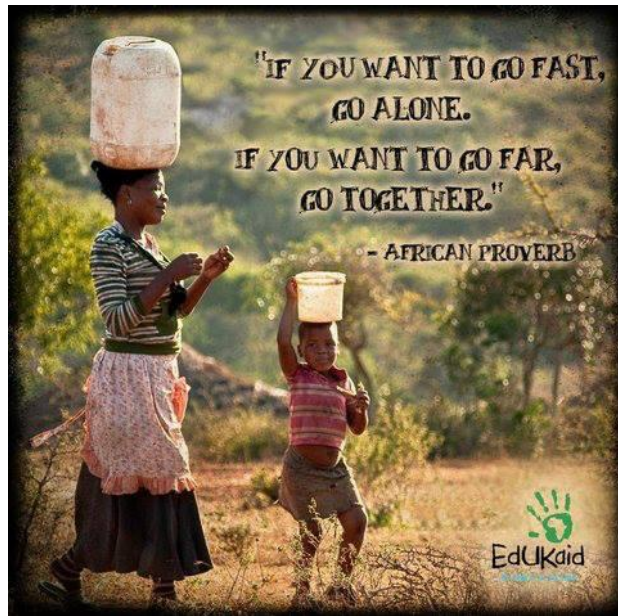
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PROS

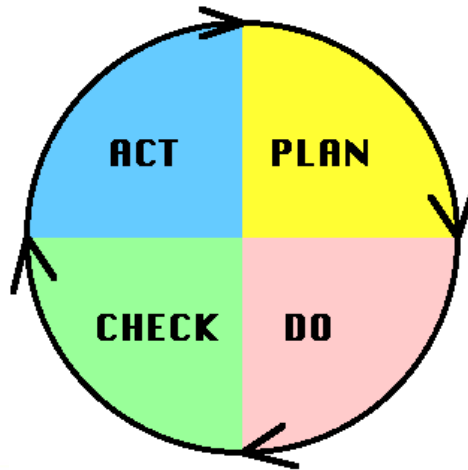
- ✓ TEAMING process
- ✓ State accessibility to REAL TIME work
- ✓ SEA, LEA, and coaching support
- ✓ Electronic submissions
- ✓ Interactive, online coaching feature
- ✓ Indicators of effective practice
- ✓ Research support (Wise Ways and Indicators in Action)



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P.D.C.A. – Deming Cycle



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Who has access?

NCStar allows for 5 separate logins to each school

- ✓ District Support & Improvement Team (coaching comments)
- ✓ Principal / Process Manager (shared between the two people)
- ✓ Leadership Team (School Improvement Team members)
- ✓ NCDPI
- ✓ Guest (only allows for visibility)



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Structuring District Coaching on NCStar

- Structure A – Shared Username/Password (Default Setting)
 - Everyone on a District Support & Improvement Team sees all schools and is able to coach all schools
 - 1 person (default is Superintendent) receives all reply emails from schools (you can also add a “process manager”) OR this can be changed to the entire District Support & Improvement Team receives all reply emails
- Structure B – Regional or School Level Teams
 - East/West/North/South Regional Teams – everyone in the team receives reply emails from that region
 - Elementary/Secondary Teams – everyone in the team receives reply emails from their designated schools
 - Elementary/Middle/High Teams – everyone in the team receives reply email from their designated schools
- Structure C – Individual Coach per school
 - A coach has one or a set of schools – coach receives emails from his/her schools



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Access Levels Recap



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★ Home ★ About Us ★ Administration ★ Faculty/Staff ★ Students ★ Parents ★ Teachers ★ ★

★ School Improvement Plan ★

School Improvement Plan for 2014-2015 is located in Indistar®.
This is a web-based tool that guides our school team in charting its improvement and managing the continuous improvement process.
(Username is guests7i^^, Password is guests7^^)

[2015-2016 Executive Summary](#)

[School Improvement Team Members](#)

[Current School Improvement Team Minutes](#)

[School Improvement Team \(SIT\) Meeting Dates](#)

[School Improvement Plan Archives](#)



NCStar is NOT

A traditional school improvement plan



School Improvement of the PAST...

- Goal setting
 - Student outcome focused
 - Improving scores on standardized measures
- Review of plan
 - Stagnant
 - Compliance-based



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School Improvement of the PRESENT

Plan Development + Implementation

- Data-Driven Decisions
- Focus on Practice + Adult Actions
- Think Small

Plan Evaluation

- Occurs throughout the academic year ~ continuous process
- Progress captured and new objectives set
- School Improvement coaching supports from the district



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School Team Meetings

NCStar users are required to have 2 meetings per month:

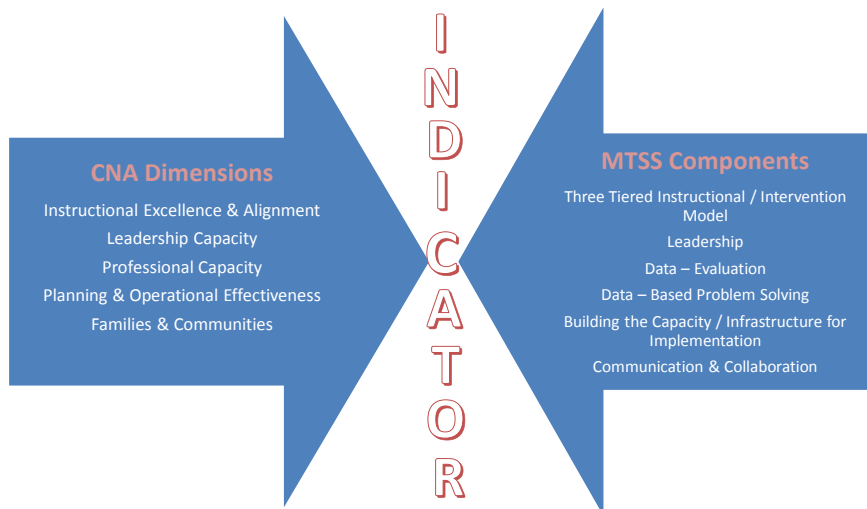
- ✓ Meeting #1 is the School Improvement Team
- ✓ Meeting #2 may be flexible in function (could be MTSS Team)



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Alignment of the 105 Indicators or “Research-Based Effective Practices”



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NCDPI's Framework for Action (2005-2014): Best Practices for Effective Schools

- Develop goals and priorities with an effective plan for implementation
- Use data to drive decisions
- Recruit, train, and retain high quality staff
- Implement quality PLCs
- Implement strategies for ensuring ALL students are learning
- Implement a strategic literacy plan
- Maintain student engagement and assist students with transitions
- Re-evaluate practices and procedures impact on learning
- Engage the community in partnerships to support high quality education for ALL students



The 12 Key Indicators in NCStar

- The LEA has an **LEA Support & Improvement team** [B1.01]
- All teachers employ **effective classroom management** and reinforce classroom rules and procedures by **positively teaching them** [A1.07]
- A **Leadership Team** consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (**twice a month or more** for an hour each meeting) to review implementation of effective practice. [B1.03]
- The **principal monitors curriculum and classroom instruction** regularly and provides timely, clear, constructive feedback to teachers. [B3.03]
- The LEA/School regularly looks at school performance data and aggregated classroom observation data and **uses the data to make decisions** about school improvement and professional development needs. [C2.01]
- The school develops and implements consistent, intentional, and on-going plans to support **student transitions** for grade-to-grade and level-to-level [A4.16]
- The school has established a **team structure among teachers** with specific duties and time for instructional planning [B2.03]
- Instructional Teams **develop standards-aligned units of instruction** for each subject and grade level. [A2.04]
- The school implements a **tiered instructional system** that allows teachers to deliver evidence-based instruction aligned with the individual needs of student across all tiers. [A4.01]
- The LEA/School has established a system of **procedures and protocols for recruiting, evaluating, rewarding, and replacing staff**. [C3.04]
- **All teachers are attentive to students' emotional states**, guide students in managing their emotions, and arrange for supports and interventions when necessary. [A4.06]
- The **school regularly communicates with parents/guardians** about its expectations of them and the importance of the **curriculum of the home** (what parents can do at home to support their children's learning). [E1.06]



The NCStar Continuous Improvement Cycle



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An Improvement Team should ask themselves:

- 1 • What is the straight-forward, literal meaning and intent of the indicator?
- 2 • How would we know the extent to which the indicator is implemented?
- 3 • What data must be analyzed to determine the level of implementation?
- 4 • What instruments must be created to gather the data?
- 5 • Who will make the data available?
- 6 • What does it look like now?



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Indistar “Practice/Discovery” Site:

- 1.) Go to www.Indistar.org
- 2.) Username: ncschool
- 3.) Password: ncschool

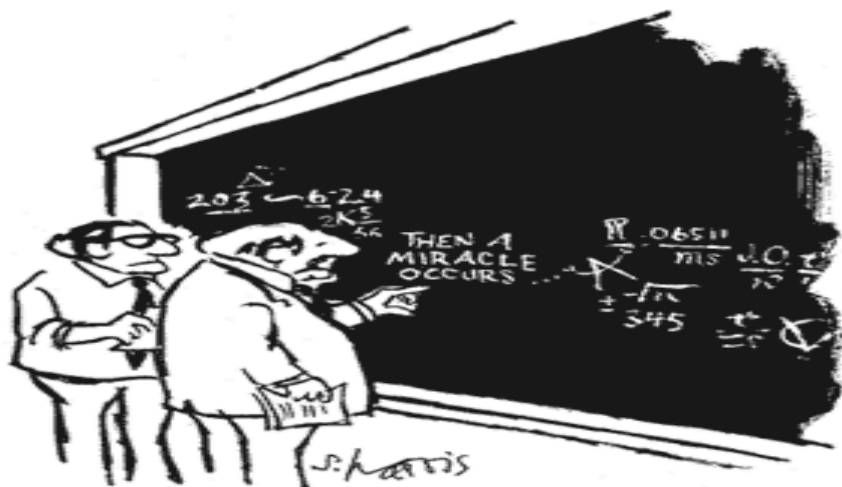
Roadblocks to School Improvement

- ❖ A Desire to Please
- ❖ Personal Comfort
- ❖ Fear of the Unknown
- ❖ Passive Culture – No Sense of Urgency
- ❖ Waiting for the Right Moment
- ❖ School is Too Close to Home



Modified from Jennifer Abrams' *Having Hard Conversations*

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"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."



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The need for Leadership Coaching

What percentage of new principals are still at their school after 3 years?

About half of new principals leave their schools within 3 years.

What percentage of funding for training programs goes to principal development?

Of the approximately \$1 billion provided annually to districts for training programs, only 9% of funds go toward supporting principals, whereas 91% is used for teachers.

School Leaders Network. (2014). *CHURN: The high cost of principal turnover*. Retrieved from http://connectleadsucceed.org/sites/default/files/principal_turnover_cost.pdf



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SAMPLE COACHING COMMENTS

- ✓ Indicator A1.05 – I like that you have included this objective even after marking B2.03 (team structures) as fully implemented. This shows me that the school improvement team agrees that structures are in place at ----- but probably the time during that structure is not being used as efficiently as possible by those teams. I would again increase accountability by creating grade level actions that will allow you to monitor the use of data in these teams
- ✓ Indicator B3.01 – How will the extended learning time happen during the school day? In other words, try to upload some evidence that shows this increase in time. Great job focusing on EVAAS data as the setting up for the extended learning time. What will you use to monitor the time's effectiveness throughout the year?
- ✓ Regarding your "School Team" – I noticed that you had two parent reps which is great. Make sure you have provided the parent reps with the Leadership Team login information. Additionally, you might want to add one or two District people to the team so that they can be found in the drop down menus when assigning tasks, objectives, etc.
- ✓ Key Indicator E1.06 –Parental engagement/participation will always be difficult, however, how can ---- do more to make curriculum information available at home? Think of action steps that can keep parents/guardians informed and also provide good parental practices. If teacher's have their own websites, they can mention specific homework, reading, or enrichment strategies. How will the school reach parents/guardians that never come to the school but are trying at home to help their children succeed?



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T.A.G. Method for Coaching / Consulting

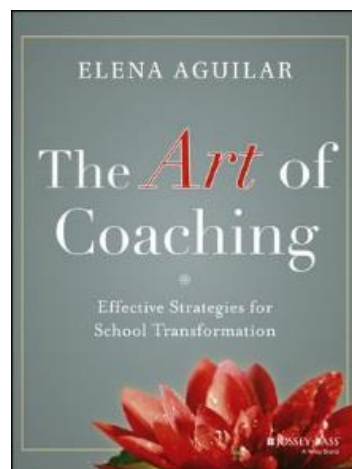
Tell the school or district
something you liked

Ask the school or district
at least one question

Give the school or district
at least one suggestion

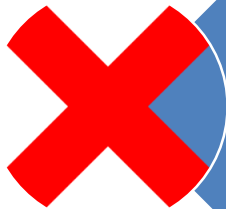


“A coach is not necessarily an expert who trains others in a way of doing something; a coach helps build the capacity of others by facilitating their learning.”





“Coach” sees a team as learners (relationship becomes one of support and mutual respect)



“Coach” sees a team as broken or in need of fixing (relationship becomes defensive and not collaborative)



Role of an NCStar Coach

- ☐ Support the team in the process of assessing indicators, creating the plan, & monitoring the plan
- ☐ Help the school understand the indicators (use WiseWays as needed)
- ☐ Offer reminders and suggestions
- ☐ Assure a ‘culture of candor’ exists during SIT meetings
- ☐ Advise and guide the collection of missing data
- ☐ Celebrate achievements
- ☐ Challenge schools to do better (even great schools have areas of improvement)
- ☐ Provide SIT members resources that will lead to task completion

